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LITERATURE CURRICULUM IV--TESTS FOR "TWENTIETH CENTURY LYRICS" AND "SCIENCE AND POETRY."

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OREGON CURRICULUM STUDY CENTER

LITERATURE CURRICULUM IV:

Tests for TWENTIETH CENTURY LYRICS

and

SCIENCE AND POETRY

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TE 000 246

OREGON CURRICULUM STUDY CENTER

TEST
Literature Curriculum IV

TWENTIETH CENTURY LYRICS

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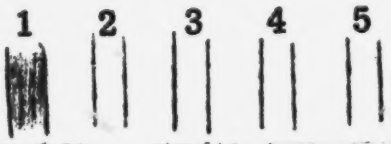

TE 000 246

The Project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

1. The new poetry of the twentieth-century revealed that the poets had rebelled against
   (1) rigid rhyme schemes and meters
   (2) metaphors that communicated clearly
   (3) over-emphasis on descriptions of the non-beautiful
   (4) use of common speech

2. These twentieth-century poets favored
   (1) decorative and ornamental language
   (2) rigid rhyme schemes and meters
   (3) free choice of subject
   (4) unconcentrated images and metaphors

3. Which of the subjects below was <u>not</u> a major concern of twentieth-century poets?
   (1) Man's changing world
   (2) The complexity of modern life
   (3) The physical world of nature as man's source of inspiration
   (4) Technological and industrial development

4. Twentieth-century poets objected to earlier poetry because it often communicated
   (1) experience directly
   (2) trite ideas
   (3) without metaphor and simile
   (4) common experience

5. A metaphor is a comparison between
   (1) two like things, using a conjunction
   (2) two unlike things, using 'as' or 'like'
   (3) two unlike things, using some form of 'be'
   (4) two unlike things, making one of them more vivid
   (5) two like things, each not vivid enough to stand alone

6. A dead metaphor is a metaphor that
   (1) is old and trite
   (2) compares two dead things
   (3) shows an object clearly
   (4) compares two unlike things

7. Which of the following lines from poems you have read are similes?
   1. "His hands were like wild birds."
   2. "primeval, / like the priests of the people that built Stonehenge,"
   3. "The lazy geese, like a snow cloud"
   4. "dust . . . / . . . more dangerous than silica,"
   (1) None of the above
   (2) All of the above
   (3) 1, 2, and 3
   (4) 4 only

8. Which of the following statements most clearly defines imagery in poetry?
   (1) A description of some physical object without vague, ornamental words
   (2) A simple comparison that neither obscures not confuses the meaning the poet presents
   (3) A metaphor whose word choice is exact and clear
   (4) An exact, distinct, visual picture made with words

9. The red wheelbarrow in the poem of that name is
   (1) not intended to be a real wheelbarrow
   (2) a metaphor from the poet's childhood
   (3) a part of a clear and distinct image
   (4) a symbol for a farm the poet remembered

10. What is a poet doing when he uses irony?
   (1) He is making a false statement.
   (2) He describes a situation that couldn't happen in real life.
   (3) He seems to show one attitude but reveals the real attitude in a subtle way.
   (4) He is playing a trick on the reader.

11. What do the following lines from "Poem" show us?
"string/ and old wrapping paper from / Christmas presents and peacock/ feathers and dolls with pale / china heads and one blue eye"
   (1) A series of clear images from the past
   (2) That 'grandmother' was not very choosy
   (3) That 'grandmother' was very thrifty
   (4) That 'grandmother' had sad memories

12. "Poem" ends with the grandmother's remark, "These/ things are handy to have/ whether you need them or not." A good interpretation of these lines is
   (1) that the poet is teasing his grandmother because she keeps so much around the house
   (2) that the word 'handy' is ironic because 'these things' are symbols of happy memories
   (3) that the word 'handy' is ironic because 'these things' are symbols of sad memories
   (4) that 'grandmother' confuses useful belongings with mere junk
   (5) that the poet wants us to be sentimental about old possessions

13. Which one of the following describes the position of the speaker in "Motorcyclists"?
   (1) He envies the riders because they are sure of themselves and he is not.
   (2) He is actually a motorcyclist himself.
   (3) He is jealous of the riders because they come from rich families.
   (4) He is being ironic about his envy of the riders.

14. The meter of the first two lines of "Motorcyclists" is

(1) How I envy the confident / easy performers at home

(2) How I envy the confident / easy performers at home

(3) How I envy the confident / easy performers at home

(4) How I envy the confident / easy performers at home

15. The driver who discovered the deer on the highway hesitated in making his decision because
(1) the deer was still alive but badly hurt
(2) he was not sure he should do anything
(3) he was afraid there might be an accident
(4) the deer's unborn fawn was alive

16. The speaker in "Traveling Through the Dark" says in the first quatrain, "to swerve might make more dead," and in the final couplet, "I thought hard for us all--my only swerving--." The second use of swerve can be interpreted in what way?
1. It is used figuratively, although the first use is literal.
2. It implies a conflict in the speaker's mind between his duty to humanity and his duty to all living things.
3. It calls attention to a theme of the poem, man's loyalty to civilization.

(1) 1 and 2
(2) 1 and 3
(3) 2 and 3
(4) 1 only
(5) 1, 2, and 3

17. "Casey at the Bat" is a comical poem because
(1) modern readers do not take it as seriously as the poet intended
(2) we don't find out what kind of a baseball player Casey is until the end
(3) phrases like "leather-covered sphere," "great Casey's visage," "the rising tumult," are more heroic than the simple story requires
(4) the meter is too solemn and dignified for the story

18. Which of these quotations from "Ex-Basketball Player" are metaphors?
(1) "He never learned a trade;"
(2) "He was good--in fact, the best."
(3) "he plays pinball, / Sips lemon cokes,"
(4) (he) "just sits and nods/ . . .towards bright applauding tiers"

19. The lines, "The ball loved Flick," and "His hands are fine and nervous on the lug wrench. / It makes no difference to the lug wrench, though." present to the reader
(1) a contrast between Flick's youth and old age
(2) a contrast between Flick's days of glory and skill, and his present job
(3) two similes that help us understand what it means to be a success at something
(4) a judgment of the value of balls and lug wrenches in a boy's life

20. The scene of the poem "Salmon-Fishing" is
    (1) "the red shallows / Of the river's mouth"
    (2) "In Christmas month"
    (3) the spawning ground
    (4) "The wild Pacific pasture"

21. The sympathies of the speaker in "Salmon-Fishing" are
    (1) with "the salt salmon" who "Race up into the freshet"
    (2) with "the anglers, / . . .Dark silent forms"
    (3) not with either the salmon or the anglers
    (4) not revealed in the poem

22. Which group of words describes the attitude of the speaker in "Salmon-Fishing"?
    (1) pleasant, friendly, but wondering
    (2) solemn and sad
    (3) observant, but indifferent
    (4) worried, serious, and afraid

23. The most important contrast in "Bells for John Whiteside's Daughter" is between
    (1) lightness and speed of the little girl
    (2) the high windows and the orchard below
    (3) astonishment and vexation
    (4) the girl's lightness and her "brown study"
    (5) the cries of the geese and the bells

24. The speaker of "Bells for John Whiteside's Daughter" expresses an attitude of
    (1) exaggerated grief, expressed in words of praise
    (2) friendly sympathy, expressed rather indifferently
    (c) understated grief, expressed as sad puzzlement
    (4) comforting kindness, expressed in words of praise
    (5) all of the above

25. The phrase, "Her brown study" is a metaphor for the dead girl's
    (1) coffin made of wood
    (2) favorite room upstairs in the house
    (3) seeming absorbed meditation
    (4) way she looks at the geese when they run

26. The poem "O Where Are You Going?" is arranged
    (1) with a question and answer in each of the four stanzas
    (2) with three questions that are never answered
    (3) with three questions asked by three friends of the rider
    (4) with a question asked in each of three stanzas and the answers given in the last

27. The most important idea in "O Where Are You Going?" is
    (1) that fear of the unknown is all in one's mind
    (2) that anywhere one goes there are dangers to be overcome
    (3) that frightened people cannot hold back the brave
    (4) that there is nothing to fear in life if one goes alone

28. Which of the statements below is not true of "O Where Are You Going?"
    (1) The poem requires that we know whether the dialogue is between a man and his friends or between a man and himself.
    (2) The poem presents fantastic, mysterious images to the mind.
    (3) The poem does not have to be taken literally (real valley, real mountain pass).
    (4) The poem has ballad-like stanzas and rhyme scheme as well as alliteration.

29. "Naming of Parts" presents
    (1) the words spoken by the soldier
    (2) a dialogue between the rifle instructor and the soldier
    (3) the words of the instructor only
    (4) the words of the instructor and the thoughts of the soldier

30. The irony of the lesson about rifles lies in the fact that
    (1) the coming battle will destroy the garden
    (2) the soldier knows about his gun already and does not need to listen
    (3) the rifles have parts missing so the lesson has no value
    (4) the instructor takes his job more seriously than he should
    (5) all of the above

31. The ironic contrast in "Naming of Parts" is created through
    (1) play on words: Spring of the gun - spring garden in the soldier's mind
    (2) placing the idea of killing in war next to the idea of life (flowers, trees, bees)
    (3) altering a phrase first used literally ("Which in your case you have not got.") to a deeply serious level of longing ("Which in our case we have not got;")
    (4) all of the above
    (5) 2 only

32. The real subject of the poem "Dolor" is
    (1) the usefulness rather than the beauty of pencils, paper-weights, folders, etc.
    (2) the lack of stimulation in repetitive office activities
    (3) the necessity of reproducing letters and orders in a busy world
    (4) the sadness of secretaries who do the same thing every day

33. What do the poems "Traveling Through the Dark," "Bells for John Whiteside's Daughter," and "Salmon-Fishing" have most <u>significantly</u> in common?
    (1) the poet's concern for other people
    (2) the use of non-human "characters"
    (3) the contrast between life and death
    (4) the use of metaphors

34. The poems "Ex-Basketball Player" and "Cobb Would Have Caught It" speak most significantly of
    (1) a man's love for the physical activity of sports
    (2) a man's need for praise and admiration
    (3) a man's memories of his youth
    (4) a man's sense of loss when he cannot do what he loves to do

35. In "Anyone Lived in a Pretty How Town," "anyone" represents
    (1) an important man in the town
    (2) a man who lived, was loved, and died
    (3) a man who was not important to anybody in the town
    (4) a woman who loved a man in the town

36. Cummings repeats two groups of words in "Anyone Lived in a Pretty How Town," "spring summer autumn winter" and "sun moon stars rain." These lines
    (1) are a chorus, as in a ballad, to finish the stanzas off neatly
    (2) serve to make the poem into a song because of their special rhythm
    (3) are unclear because the words are not punctuated correctly
    (4) stand for the rhythm of the seasons and the universe

37. In "Anyone Lived in a Pretty How Town," how does Cummings portray the concern of the "women and men" for others in the town?
    (1) The women and men are too busy with their own affairs to be very concerned about "anyone".
    (2) The women but not the men are very concerned about "anyone".
    (3) The men and women help each other to sow and reap.
    (4) The adults tried to teach the children to carry on the traditions of helping one another.

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Literature Curriculum IV

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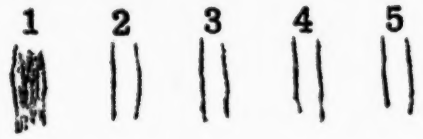

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Science and Poetry Test

1. Why are the scientist and the poet both interested in the world?
   (1) They live in it.
   (2) They see the need to beautify it.
   (3) They see an order in it that needs to be understood.
   (4) They see ways to improve it.

2. Which one of the following best explains the basic difference between poetry and science?
   (1) Science is truth, poetry is beauty.
   (2) Science is objective, poetry is subjective.
   (3) Science is verifiable, poetry is not.
   (4) Science deals in things, poetry with both people and things.

3. Many words in the scientific vocabulary were derived from the
   (1) Greek and Spanish
   (2) Greek, Russian, and Chinese
   (3) Latin and Greek
   (4) French and English

4. "One important advantage of using a so-called 'dead language' to create scientific terms has been the . . ."
   (1) understanding of the language by scientists only
   (2) creation of an international scientific vocabulary
   (3) incentive for men to study a classical language
   (4) creation of a scientific dictionary

5. What were the Cambrian, Ordovician and Silurian sub-eras in the earth's history named for?
   (1) Egyptian cities
   (2) Prehistoric men
   (3) The scientists who discovered the rock strata
   (4) Places and people where the rock strata were first studied

6. For what purpose are certain birds and insects attractively colored?
   (1) The purpose of God was to create beauty.
   (2) Mating purposes
   (3) No purpose at all, only chance governed the colors
   (4) Defense purposes that permit survival

7. The tone in Huxley's essay can be best described as
   (1) wonderment
   (2) cold objectivity
   (3) disbelief
   (4) conceit

8. The main thing that prompted Huxley to observe nature was
   (1) curiosity
   (2) the money a scientist can make
   (3) promise of recognition
   (4) a father and grandfather who were scientists

9. Does the Dorippe japonica crab of today resemble more closely the ancient Heike warriors than it probably did in the 12th century? Why?
   (1) No, because people are not as superstitious today as they used to be.
   (2) No, the Japanese now eat the Dorippe crab.
   (3) Yes, because man's superstitions have protected this species.
   (4) Yes, because they are bred scientifically in the laboratory.

10. In Frost's poem the "blue of heaven" symbolizes
   (1) the after-life
   (2) beauty as opposed to ugliness on earth
   (3) something scientists cannot understand or define
   (4) dreams and hopes as distinct from the material world

11. The poet's use of the word "savants" implies an attitude of
   (1) admiration
   (2) mockery
   (3) appreciation
   (4) contempt

12. The "blue on earth" found in fragments on a bird, stone, or butterfly represents a touch of
   (1) happiness
   (2) luck
   (3) heaven on earth
   (4) God's love

13. Gold in this poem means more than a color. It symbolizes
   (1) nature's indifference
   (2) precious fleeting moments of life
   (3) the Garden of Eden
   (4) wealth

14. What does the man from Missouri symbolize?
   (1) A poet
   (2) A journalist
   (3) A snow-flake
   (4) A scientist

15. Which one of the following statements would most likely be made by a scientist?
   (1) "Every growing arm of the crystal knew what the other arms were doing and behaved accordingly."
   (2) "A snow-flake, too, is a curious object."
   (3) "Uncanny behavior cannot exist."
   (4) "_____ in a snowstorm, a heavenly orchestra is playing."

16. What is the first thing a scientist attempts to do in a laboratory experiment designed to demonstrate a theory about nature?
   (1) Assimilate the conditions of nature
   (2) Reach a conclusion about nature
   (3) Vary the conditions of nature
   (4) Test various assumptions about nature

17. "But clever as a raindrop may now seem in managing its affairs . . ." The figure of speech used by the scientist in this statement is
(1) a metaphor
(2) personification
(3) a simile
(4) a symbol

18. Artists will continue to represent raindrops as teardrops rather than hamburger buns because of
(1) aesthetics
(2) tradition
(3) ignorance
(4) stubbornness

19. In the poem "Anecdote of the Jar," the contrast between art and nature is emphasized in the roundness of the jar and the
(1) wild beauty of nature
(2) disorder of nature
(3) rectangular beauty of nature
(4) organized appearance of nature

20. What interest, shared by scientists and poets, is the theme of "Anecdote of the Jar"?
(1) Color
(2) Nature
(3) Form
(4) Civilization

21. The essays, "On Being the Right Size" and "The Shape of Raindrops," make an important similar point. Both essays indicate that we are willing to accept
(1) t he hard work of scientists without gratitude
(2) inaccurate scientific concepts
(3) findings of scientists that disprove our past beliefs
(4) the printed word or symbol as the truth

22. What is an advantage of small size?
(1) A small creature is more appealing to humans.
(2) Gravity presents less of a danger.
(3) It is easier to keep warm.
(4) Smallness means better general physical health.

23. J.B.S. Haldane shows us a world from an angle we seldom think of or see. What statement best illustrates his doing this?
(1) "The most successful mammals are bears, seals and walruses."
(2) "A wet mouse has to carry about its own weight of water."
(3) "Comparative anatomy is largely the story of the struggle to increase surface in proportion to volume."
(4) "A mouse couldnot distinguish one human face from another, six feet away."

24. In what way is what Haldane says about size similar to what Huxley said about certain species with respect to appearance?
    (1) The creative process breeds perfect specimens.
    (2) Characteristics of all living organisms, plant or animal, are arrived at by chance.
    (3) The characteristics of size and beauty of appearance are related to the level of intelligence of the organism.
    (4) Characteristics are largely determined on the basis of ability to survive in the world of nature.

25. In "The Milky Way and Beyond," Eddington describes the spiral nebulae as forming a flat coil ". . .like a watch spring" and rotating "like a Catherine Wheel." Poets use the same device to explain their world to their readers. Like scientists they have to use
    (1) analogies
    (2) mysterious references
    (3) personification
    (4) simple words only

26. How does Eddington direct the reader to consider the large numbers involved in astronomical measurement?
    (1) In a comparative manner with distances on earth.
    (2) As useful tools in understanding the universe.
    (3) As an example of God's greatness.
    (4) As often as possible.

27. At what point in an astronomer's thinking would you expect him to resort to description of the universe in a manner similar to a poet's?
    (1) When he has reached the limit of present knowledge.
    (2) When he wants to write for the layman.
    (3) When he wants to sell an article to a popular magazine.
    (4) When he wishes to emphasize a point.

28. Man named the stars and constellations for
    (1) Grimm's Fairy tale characters
    (2) Biblical characters
    (3) Scientists
    (4) Characters in Greek and Roman myths

29. In most cases the various stars in any constellation are not associated with each other. They only happen to
    (1) be labeled as constellations by past but not present scientists
    (2) be important in their relationship to our sun
    (3) lie in the same direction as seen from the earth
    (4) resemble very closely certain objects, such as a bear or a fish.

30. Why was Gemini an appropriate name for certain space capsules?
    (1) They traveled in outer space.
    (2) They paid respect to astronomers who gave them knowledge of outer space.
    (3) They carried messages to other space capsules.
    (4) They carried two men.

31. Frost's nightmare or fear is different from Eddington's in "The Milky Way and Beyond" because the "empty space" he experiences is
(1) the woods
(2) people, not "empty spaces"
(3) conflct inside himself
(4) the earth, not the heavens

32. One of the reasons both scientists and poets use analogies is to
(1) challenge their readers
(2) spice up an otherwise dull writing.
(3) appear intellectual
(4) make their point clear by using familiar references

33. A poet, unlike the scientist, uses analogies for an additional reason. He attempts to
(1) create variety
(2) confuse the lazy student of poetry
(3) create new experiences
(4) appeal to the common man

34. Rachel Carson compares the sea to the land by studying
(1) plant life found in each
(2) the way each reacts to the seasons
(3) the colors seen in each
(4) the size of objects found in each

35. According to Carson and Joseph Conrad the lifelessness of winter on land and sea is
(1) an illusion
(2) feared by men
(3) fatal to the rebirth of life
(4) symbolic of death

36. By contrast to the other scientific essays you have read, Miss Carson's logic is coupled with
(1) more emotion
(2) more scientific knowledge
(3) less scientific knowledge
(4) evolutionary aspects of nature

37. In the poem "Spring", where does the poet seem to be as he describes this season?
(1) A Southern plantation
(2) Far from an actual scene of nature
(3) Right in the middle of nature
(4) An English farm

38. What makes the poet feel so joyous in "Spring"?
    (1) Friendship
    (2) Religious feelings
    (3) Love
    (4) Life

39. What is the "poetry of earth," according to Keats?
    (1) Spring
    (2) Old insects nearing death
    (3) The winter's cold beauty
    (4) The songs of Nature

40. The excerpt from The Silent Spring seems to be written for a different purpose than the other selections we have studied. What does Miss Carson's purpose seem to be?
    (1) Promote the use of chemical weed killers
    (2) Entertain
    (3) Prevent the use of chemical weed killers
    (4) Inform the reader about modern techniques

41. Roethke's attitude toward nature was found in another selection you have studied in this unit. What was it?
    (1) The Sea Around Us
    (2) Silent Spring
    (3) "When I Heard the Learned Astronomer"
    (4) "Life's Improbable Likenesses"

42. The essay that seems least like what we would expect of scientific writing was
    (1) Sir Arthur Eddington's "The Milky Way and Beyond"
    (2) Patrick Moore's "Legends of the Stars"
    (3) Julian Huxley's "Life's Improbable Likenesses"
    (4) Rachael Carson's The Sea Around Us